Instruction & Targeted Intervention

The school's instructional program actively engages all students by using effective, varied and research based literacy practices to imporve student academic performance in lterarcy. The school also designs a support structure for students who need more intensive instruction.

Literacy PERKS

PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS

INSTRUCTION AND TARGETED INTERVENTION

PROGRAM EFFECTIVENESS REVIEW FOR KENTUCKY SCHOOLS (PERKS)
Literacy PERKS on the Nine Elements of Comprehensive School wide Literacy Programs

- **Defining Literacy -** Literacy includes, reading, writing, and the creative and analytical acts involved in producing and comprehending text. -- from *Read to Succeed: Kentucky's Literacy Plan*, developed by the Kentucky Literacy   Partnership, June 2002

- **Using Literacy PERKS -** Literacy PERKS is designed for use by school, district, and state-level reviewers. While the Nine Elements relate to the Standards in Kentucky's *Standards and Indicators for School Improvement*, the indicators below each Element do not correspond to the SISI indicators. At the school level, the best use of Literacy PERKS occurs when Literacy Team members (see section seven) complete the review and use the results to develop a school wide literacy plan (See section nine).

- **Identifying Data Sources** - For the supporting data cells, consider the following data sources:

DATA SOURCES	DATA SOURCES	DATA SOURCES
I&I Implementation & Impact Check Plans **CI** Curriculum and Instruction Documents **OB** Classroom &/or Laboratory Observation **PO** Supply Requisitions & Purchase Orders **CP** Sch./Dist. Comprehensive Improvement Plan **TI** Textbook and Other Instructional Materials	**INT- PR, T, P, S, C, O -**Principal, Teacher, Parent, Student, Classified Staff, and Other Stakeholder Interview **DPT** - Departmental Meeting Notes, Minutes, Agendas **IEP, 504, ESS, G/T -**Individual Education Programs, 504 Plans, Extended School Service Plans, Gifted and Talented Service Plans **SE** - Student Evaluations of Teachers and Course	**PORT** Portfolio Analysis **CATS** Assessment Results **SW** Student Work **SYL** Course Syllabi **WEB** School Websites **LP** Lesson Plans **PSP** Program Service Plan

- Use the following abbreviations to indicate progress: **SP** (Satisfactory Progress), **IN** (Improvement Needed), **NS** (Not Satisfactory)

- **Connecting to Kentucky Documents** -The Nine Elements of Comprehensive School wide Literacy Programs connect to the Standards in Kentucky's *Standards and Indicators for School Improvement* and to the Conditions for Reading Success in *Read to Succeed: Kentucky's Literacy Plan*.

ESSENTIAL ELEMENTS of Comprehensive Schoolwide Literacy Programs	STANDARDS Standards and Indicators for School Improvement	CONDITIONS FOR READING SUCCESS Read to Succeed: *Kentucky's Literacy Plan*
Aligned Curriculum	**ACADEMIC PERFORMANCE** Standard 1 – Curriculum: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.	Content area reading instruction in all academic areas (#3).
Multiple Assessments	Standard 2 – Classroom Evaluation/Assessment The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.	Early diagnosis and evaluation with appropriate individual intervention for students who struggle with reading at all levels (#2).
Instruction and Targeted Intervention	Standard 3 – Instruction The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.	Engaging instruction in a supportive environment that will motivate students to achieve and to value education (#6).
Literate Environment	**LEARNING ENVIRONMENT** Standard 4 – School Culture: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.	Acknowledgement & ownership by communities of the importance of reading that leads to high literacy attainment as a means to improve quality of life (#4).
School/ Family/Community Partnerships	Standard 5 – Student, Family, and Community Support The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.	Supportive, participating families that value reading (#1).
Professional Development	Standard 6 – Professional Growth, Development, & Evaluation The school/district provides research-based, results-driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning	Well prepared and supported teachers at all levels who have a deep understanding & knowledge of the latest research & processes needed to teach students to read in all content areas (#7).

ESSENTIAL ELEMENTS of Comprehensive Schoolwide Literacy Programs	STANDARDS Standards and Indicators for School Improvement	CONDITIONS FOR READING SUCCESS Read to Succeed: *Kentucky's Literacy Plan*
Literacy Team	Standard 7 – Leadership School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.	Leadership and policy direction at all levels that support reading and lead to high literacy attainment for all Kentuckians (#8).
Valuable Resources	Standard 8 – Organizational Structure and Resources The organization of the school/district maximizes use of time, all available space, and other resources to maximize teaching and learning and support high student and staff performance.	Adequate time devoted directly to the teaching of reading (#5).
Literacy Plan	Standard 9 – Comprehensive and Effective Planning The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.	

Literacy PERKS: Instruction & Targeted Intervention

SISI **Standard 3 - Instruction:** The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve students academic performance. **While *Instruction & Targeted Intervention* relates to SISI Standard 3, the indicators below do not correspond directly to the SISI indicators.**	**Conditions for Reading Success #6:** Engaging instruction in a supportive environment that will motivate students to achieve and to value education

INSTRUCTION AND TARGETED INTERVENTION Indicators *Provide data that indicate the extent to which…*	SCHOOL DATA SOURCES	RESOURCES
3.1 teachers allow for continuous progress for all students and meet the students' individual needs through differentiated instruction (e.g., learning styles, developmental variations, culturally-responsive teaching) and materials.		Kentucky Tools Reading and Students Who Struggle Open Approach to Reading Kentucky System of Interventions EJ Hayes – Evaluation Process Iroquois – Literacy Story Henry Co. – Middle Literacy Program Cheering Words Readers Theater Mullaney – Grouping Consideration Roberts – Classroom & Org. Roberts – Partner Reading Roberts – Reading Authentic Roberts – Entrada Journal Roberts – Exit Activity Proctor – Technology Assist. Campbell – Modeling Say Something Campbell – Say Something
3.2 teachers include reading, writing, speaking, listening and observing activities in class on a regular basis.		KDE Resources Thinkfinity Literacy Network Thomas Edison – T. Edison Story EJ Hayes – Strengthening Reading Literacy
3.3 teachers collaborate across grade levels to focus on targeted literacy strategies		Content Literacy – Literacy Matters Interviews: Lewis County Choice Literacy EJ Hayes – Evaluation Process Iroquois – Literacy Story Shriver – Thought Process

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INSTRUCTION AND TARGETED INTERVENTION Indicators *Provide data that indicate the extent to which…*	SCHOOL DATA SOURCES	RESOURCES
3.4 teachers provide regular appropriate experiences for students to engage in conversations about reading, writing, speaking, listening and observing.		Across the Curriculum Collaborative Learning Socratic Seminars Thinkfinity Book Sharing
3.5 teachers intentionally format lessons to engage students before, during, and after reading instruction.		Student-Centered Classroom Content Literacy Strategies – Questioning CCSSO Adolescent Literacy Toolkit Journey North Reading Strategies - Before, During and After Reading Thomas Edison – T. Edison Story EJ Hayes – Evaluation Process Picture Walk Clark – Student Text Feature Clark – Generating Questions
3.6 teachers monitor student performance, provide timely feedback, and adjust instruction accordingly.		Middle School Support Formative Assessment Formative Assessment Study EJ Hayes – Strengthening Reading Literacy Iroquois – Literacy Story Iroquois – Impact of Focused Literacy Instruction Henry Co. – Middle Literacy Program Reading Workshop
3.7 Teachers are familiar with and use the state-mandated *Program of Studies* to guide curriculum.		Program of Studies Atkinson Ele. – Demonstration EJ Hayes – Strengthening Reading Literacy EJ Hayes – Evaluation Process Iroquois – Literacy Story Iroquois – Impact of Focused Literacy Instruction Russell Co. HS – Reading Enrichment
3.8 teachers promote the development and application of critical thinking skills.		Research-Based Strategies Higher Order Thinking

INSTRUCTION AND TARGETED INTERVENTION Indicators *Provide data that indicate the extent to which…*	SCHOOL DATA SOURCES	RESOURCES
3.9 Teachers provide explicit instruction on reading, writing, speaking, listening and observing in their content areas. 💬		Across the Curriculum Adolescent Literacy in Content Areas Word Expert
3.10 teachers provide targeted interventions when necessary. 💬		Revisiting Primary Adolescent Literacy Intervention Programs
3.11 teachers provide opportunities for students to engage as active partners in the learning process (e.g., self-selected texts, independent inquiry).		Socratic Seminars Socratic Seminars (2) Morning Message Circles In Action

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3.12	teachers provide opportunities for students to use a variety of technology tools to extend their learning.		Technology Resource Teaching with Technology
3.13	teachers revise their instruction based on analysis of student work.		Formative/Summative Assessment Equity Links
3.14	teachers use various forms of grouping (e.g., whole group, small group, paired, partner) to meet individual students' diverse needs.		Student-Centered Classroom Lit Circles (Elem.) Lit Circles Guided Oral Reading Rhyming Activities Paired Reading Computer Reading Center Interactive Vocabulary
3.15	teachers' classrooms are adequately equipped for literacy instruction.		Resources

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3.16	teachers' instruction balances new learning and review work, supervised class work, and independent homework.		Marzano / Homework Marzano / Essentials
3.17	teachers' instruction focuses inquiry on essential questions related to Program of Studies, Core Content for Assessment, Academic Expectations, Performance Level Descriptions, and Transformations: Kentucky's Curriculum Framework.		Kentucky Tools Interviews: Lewis County
3.18	teachers' instruction includes students' use of instructional resources and strategies and research tools to access ideas and information in order to learn to communicate ideas for authentic purposes and to accomplish literacy goals.		Instructional Resources
3.19	teachers' unit plans are intentional, rigorous, and provide meaningful instructional experiences for students.		Unit Plans for Writing pgs. 15-20 Handbook Standards Based Unit of Study

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